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ABSTRACT

In 1990 a committee was formed to develop a list of information skills that could be used by New Hampshire library media professionals to help them develop plans for integrating such skills within their schools. Information skills are processes needed to access, evaluate, organize, communicate, and apply information efficiently and effectively. The following core objectives, which are considered important for all grade levels even though implementation differs according to grade, were developed: (1) understanding the function of information in contemporary society; (2) using libraries and information systems as sources of information and recreation; (3) demonstrating responsible and ethical use of information technologies; (4) recognizing strengths, weaknesses, and impacts of information sources; (5) clarifying information needs and developing search strategies; (6) using a variety of skills and strategies to record and organize information; (7) constructing meaning from information; (8) using a variety of methods and formats to communicate information; and (9) evaluating the effectiveness of search strategies and information use. Four appendixes provide examples of determining levels of emphasis, information skill plans, a sample unit, and a sample planning form. (SLD)

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Information Skills

A Report from the Ad Hoc Committee

New Hampshire Department of Education
Concord, New Hampshire
1992

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FOREWORD

In early 1990 a committee representing different grade levels and areas of the state was pulled together for the purpose of developing a list of information skills that could be used by New Hampshire library media professionals to help them develop plans for integrating the skills within their schools. All members of the committee had attended the three-day seminar on Cooperative Program Planning and Teaching with Carol-Ann Haycock the previous summer and were current in the latest thinking and research on information skill development.

We began by looking at documents from other states. We next spent many hours in small groups and in the larger group discussing, organizing, and finalizing three different lists: primary, intermediate, and secondary. Several months later, the committee reconvened to revisit the product of the first session. In analyzing it, we found that the majority of the skills that were listed still reflected the traditional library, information retrieval skills. What was missing were the process skills that are critical to information literacy. Realizing that our mistake was that we had begun with traditional lists from other state documents, we decided to begin anew. Several meetings later, we had a new and fresh looking document.

The list does not include some skills and concepts found in other lists. The decision not to include a specific literature appreciation objective was deliberate. After lengthy debate it was decided that we would include only those objectives that relate most directly to information use. While literature appreciation is a desirable outcome of schooling and of library media programs, we did not feel that it had a place in this document. This is not to say that literature cannot play a role in information skill development. To illustrate, a sample unit for primary grades is included in the Appendices.

In the Fall of 1991 a draft copy of this document was distributed at regional meetings around the state. Feedback from library media professionals was requested. Much verbal and written feedback was received. Some excellent suggestions were made, most of them requesting that the skills be fleshed out a bit more in certain areas.

What follows is not the "perfect" or final list on information skills. It is a list that reflects where we are at this point in time. This list is not subdivided into different levels, and though our original intent was to do so, we finally came to the conclusion that that task is best left to the people who will be using it. We hope that it will be useful as a tool to help in the integration of these very important skills into the curriculum.

Many thanks to those of you who responded to the request for feedback. Special thanks to Nadine Clark, Happy Beale, Karen MacDonald, Jean Keene, and Theresa Toy for sharing how they have used the draft document. Examples of some of their work are included in the Appendices.

INTRODUCTION

Information Literacy

Educating students for lifelong learning is the ultimate learning outcome for school library media programs. While the information revolution and the use of new information technologies offer unprecedented access to information, physical access to information is not enough if students are to use information effectively for decision making and problem solving. Educating students for lifelong learning today involves teaching them to become information literate. Information literacy implies that a person recognizes when information is needed and knows how to locate it, process, and use it effectively. An information literate person is one who possesses the following skills and attributes:

- understands the function of information in contemporary society;
- applies critical thinking and problem solving skills when accessing and using information;
- is a responsible and ethical user of information and information technologies;
- uses libraries and other information systems as sources of information, cultural awareness, and recreation;
- recognizes propaganda and other distortions or misuses of information;
- recognizes the strengths, weaknesses, and impacts of various information resources;
- evaluates own effectiveness of information use; and
- is a confident user of information.

Both the American Library Association and the Association for Supervision and Curriculum Development have recently called attention to information literacy. In 1991, one of the resolutions endorsed by the resolutions committee of ASCD is titled Information Literacy and states:

> *Today's information society transcends all political, social, and economic boundaries. The global nature of human interaction makes the ability to access and use information crucial. Differences in cultural orientation toward information and symbol systems make the management of information complex and challenging. Current and future reform efforts should address the rapidly changing nature of information and emerging information technologies. Information literacy, the ability to locate, process, and use information effectively, equips individuals to take advantage of the opportunities inherent in the global information society. Information literacy should be a part of every student's educational experience. ASCD urges schools, colleges, and universities to integrate information literacy programs into learning programs for all students.* Association for Supervision and Curriculum Development (1991).

In 1987 the American Library Association Presidential Committee on Information Literacy began to study the issue. The final report of the committee warns against the impact of "information prepackaging" found in textbooks and broadcast media and refers to the concept of resource-based learning as a means of producing information literate citizens:

> *What is called for is not a new information studies curriculum but, rather, a restructuring of the learning process. Textbooks, workbooks, and lectures must yield to a learning process based on the information resources available for learning and problem solving throughout people's lifetimes - to learning experiences that build a lifelong habit of library use.* American Library Association (1989).

In 1988, the American Association of School Librarians and the Association for Educational Communications and Technology published national guidelines calling for integrated programs and partnerships for the development of information literacy. As stated in ***Information Power: Guidelines for School Library Media Programs*** :

> *The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:*
> *• by providing intellectual and physical access to materials in all formats*
> *• by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas*
> *• by working with other educators to design learning strategies to meet the needs of individual students*. American Association of School Librarians (1988).

Both ASCD and ALA call for an integrated approach to information literacy. One way to ensure integration is through resource-based learning which involves students in the meaningful use of a variety of informational resources and formats. To ensure that students become independent users of information is not the sole responsibility of the library media generalist or of the classroom teacher. It is a responsibility that must be shared by all who are involved in educating our youth. When we work in partnership on this endeavor and, more specifically, when teachers and library media generalists cooperatively plan and teach resource-based units, the skills needed to access and use informational resources are more effectively integrated.

Information Skills

Information skills are those processes which are needed to access, evaluate, organize, communicate, and apply information efficiently and effectively. Information skills are basic to critical thinking and problem solving and apply to the use of informational resources whether print, non-print, electronic, or human. These skills are critical to living in an information-based society.

The objectives that follow are considered core and important at all grade levels although the strength and nature of the instructional effort will differ at each level. Objective A deals with concepts that students need to understand in order to respect the significance of information in our society; Objective B addresses the use of libraries and other informational sources; Objective C deals with ethical issues; and Objective D focuses on evaluation of sources. Finally, Objectives E - J deal with the skills needed in the information search, whether the search results in a research paper, a public speech, or a presentation before a board of directors.

The purpose of this list is to provide a starting point for each school to develop a school-based plan for information skills integration. Students develop, practice, and master information skills in different subject contexts and at varying levels of difficulty. In the primary grades the information process is introduced in its simplest form with much skills instruction and the opportunity for practice within the context of very short activities. (See Appendix B for an example.) At the intermediate level skills are developed and refined to greater levels of sophistication and with greater independence. Research activities within different subject contexts provide opportunities for skill development and practice. In secondary schools, students strive for real independence in the research process. The information skills plan should reflect more complex resources, increased skill development in the use of technological formats, a higher quality of research, and greater sophistication in presentation skills.

School-based Plans

In developing a school-based plan the first step is to determine the broad level at which skills instruction and practice will occur. It is suggested that the library media professionals within a district meet and work together on the task assigning levels that are most workable within the particular district. Appendix A is provided to assist in this task.

The second step is to create separate lists of the skills that will receive emphasis at each level. At this point it may be necessary to break some of the skills into subskills. There are no right or wrong answers. Some skills may receive heavy instructional emphasis at more than one level. The goal is to develop the full range of skills over a number of years.

Once a list has been generated for the broad level(s) within a school, the development of a school-based plan can begin. This is best done with a committee of teachers representing the different grade levels. At the elementary level it is suggested that work begin with representative primary grade teachers and then progress to the intermediate level. Meetings do not have to be lengthy. Schedule forty-five minutes to an hour for the first meeting. At the meeting present the skills lists that have been developed for each broad level. The task is now to determine at which grade level the skills instruction will be emphasized. Ideally, the plan for each grade level should indicate no more than 10 - 15 skills to be emphasized. This does not mean that other skills will not be addressed and opportunities for practice provided. The idea is to create a list of skills that is workable. Haycock (1985) suggests that once a preliminary plan has been developed that it be sent to the remaining teachers for ratification. It is important that all teachers have some responsibility for developing the plan as all teachers will share in its implementation.

The plan serves as a framework for integrating the skills instruction within the content areas and for assessing student progress. The goal is not to develop the perfect and final plan, but rather to consider the plan a "living document" that is reviewed and revised as it evolves. The process of planning and revisiting the plan is as important as the plan itself.

The ultimate success of any information skills program depends on a number of factors. Second only to administrative support is a collaborative working relationship between classroom teachers and the library media generalist. This is critical not only in the development and implementation of the school-based plan, but also in assessing student progress in meeting the skills objectives. Another important consideration is flexible access to the library media center. In elementary schools this means that the center is available to classes when needed so that students can work on resource-based projects and activities. In schools that adhere to a rigid weekly class schedule, access at point of need is rarely possible. In high schools, priority needs to be given to class use of the library media center when the center cannot accommodate all of those wishing to use it. Finally, the cooperation of other libraries and information centers is essential.

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CORE OBJECTIVES

OBJECTIVE A
The student will understand the function of information in contemporary society.

OBJECTIVE B
The student will use libraries and other information systems as sources of information and recreation.

OBJECTIVE C
The student will demonstrate responsible and ethical use of information and information technologies.

OBJECTIVE D
The student will recognize the strengths, weaknesses, and impacts of various information sources.

OBJECTIVE E
The student will clarify her/his information need and develop a search strategy.

OBJECTIVE F
The student will use a variety of skills and strategies to locate and select information appropriate to her/his search.

OBJECTIVE G
The student will use a variety of skills and strategies to record and organize information.

OBJECTIVE H
The student will construct meaning from information.

OBJECTIVE I
The student will use a variety of methods/formats to communicate information.

OBJECTIVE J
The student will evaluate the effectiveness of her/his search strategy and information use.

INFORMATION CONCEPTS AND SKILLS

OBJECTIVE A
The student will understand the function of information in contemporary society. This involves the ability to:

- Understand what is meant by "Information Age"
- Recognize that information is needed for decision making
- Understand that information is increasing exponentially
- Understand that information is a commodity
- Recognize that technology has created a global village

OBJECTIVE B
The student will use libraries and other information systems as sources of information and recreation. This involves the ability to:

- Identify and describe the functions of various kinds of libraries
  - ∞Locate the school library media center
  - ∞Explore libraries outside the school
  - ∞Know borrowing policies and procedures
- Understand how information is organized in libraries
  - ∞Locate resources in different categories and formats
  - ∞Understand meaning and use of call numbers
- Identify community resources
- Identify local, regional, and national databases
- Understand the concepts of networking and interlibrary loan

OBJECTIVE C
The student will demonstrate responsible and ethical use of information and information technologies. This involves the ability to:

- Understand and abide by the copyright law
- Credit work of others
  - ∞Prepare bibliographies
  - ∞Use footnotes
- Understand the principals of online ethics

OBJECTIVE D

The student will recognize the strengths, weaknesses, and impacts of various information sources. This involves the ability to:

- Distinguish between factual information and fiction
- Distinguish between primary and secondary sources
- Recognize the impact of different media formats
- Evaluate information sources for currency, authority, and point of view
- Distinguish fact from opinion; recognize propaganda
- Detect bias in written and visual materials

OBJECTIVE E

The student will clarify her/his information need and develop a search strategy. This involves the ability to:

- Brainstorm to determine what s/he needs or wants to learn (focus the topic)
- Formulate the central question
- Generate key words or search terms
- Plan the search

OBJECTIVE F

The student will use a variety of skills and strategies to locate and select information appropriate to her/his search. This involves the ability to:

- Determine most appropriate format and source to begin search
  - ∞Differentiate between types of resources
  - ∞Recognize strengths and weaknesses of different formats
- Use paper or electronic indexes to locate resources and information
  - ∞Locate by author, title, subject
  - ∞Search by key work
  - ∞Limit and expand search using logical operators (and, or, not)
  - ∞Apply concept of truncation in an electronic search
- Use the features of books and other media to determine content and usefulness, e.g.:
  - ∞ Tables of contents, menus, indices
  - ∞ Guidewords, headings and subheadings
  - ∞ Copyright date to evaluate currency
  - ∞ Cross references
  - ∞ Footnotes and bibliographies
  - ∞ Abstracts

- Select relevant information needed for a stated purpose or interest
  - ∞Determine readability level (use the five finger method)
  - ∞Skim for key words
  - ∞Scan for relevancy and suitability
  - ∞Evaluate information for currency, authority, and point of view
- Interpret the citations in paper and electronic indices
- Use listening skills for a stated purpose
- Use viewing skills for non-print sources
- Use basic interviewing techniques
- Utilize information sources outside the school

OBJECTIVE G

The student will use a variety of skills strategies to record and organize information. This involves the ability to:

- Extract and record information using the method appropriate to the format, task, and own learning style, e.g.:
  - ∞Pictures
  - ∞Closed-book notetaking
  - ∞Notecards
  - ∞Cornell method for notetaking
  - ∞Two-column notetaking
- Develop outlines / storyboards
- Use graphic organizers, e.g.:
  - ∞Webs or mindmaps
  - ∞Matrixes
- Record information needed for bibliographies, footnotes, and quotes
- Use audio, video, and multimedia technologies

OBJECTIVE H

The student will construct meaning from information. This involves the ability to:

- Compare and contrast information
- Analyze information that is read, viewed, or heard
- Classify information
- Synthesize information from multiple sources
- Connect prior knowledge to new information
- Summarize information
- Select appropriate way to order information

OBJECTIVE I

The student will use a variety of methods/formats to communicate information. This involves the ability to:

- Demonstrate different methods for presenting information (tell, write, show, or produce)
- Select appropriate presentation method for a stated purpose and audience
- Select appropriate visuals (pictures, graphs, video clips, etc.)
- Produce visuals when needed (graphs, charts, video clips, etc.)
- Use educational technologies necessary for production and presentation

OBJECTIVE J

The student will evaluate the effectiveness of her/his search strategy and information use. This involves the ability to:

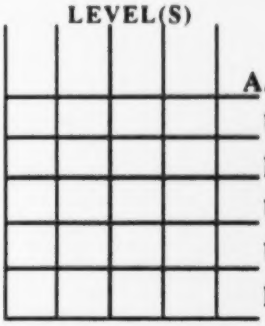
- Determine if s/he was successful
- Identify strengths and weaknesses of her/his strategy
- Draw conclusions to apply to future information use

APPENDIX A - DETERMINING LEVELS OF EMPHASIS

Directions:

(1) Establish levels that are most workable within your district. For example, if your system contains elementary schools with grades K-5, a middle school with grades 6-8, and a high school with grades 9-12, you might assign the levels accordingly; or you might break the elementary level into K-3 and 4-5. A district with elementary schools with grades K-6 and a junior high school with grades 7-8 and a high school with grades 9-12 might assign the levels as K-3, 4-6, 7-8, 9-10, and 11-12. There is no right or wrong way to assign the levels. They should best meet the needs within your district.

(2) After establishing levels, place an X in the box(es) indicating the level(s) where the emphasis of instruction will occur.



A. Understand the function of information.

- Understand what is meant by "Information Age"
- Recognize that information is needed for decision making
- Understand that information is increasing exponentially
- Understand that information is a commodity
- Recognize that technology has created a global village

B. Use libraries and other information systems.

- Identify and describe the functions of various kinds of libraries
- ∞Locate the school library media center
- ∞Explore libraries outside the school
- ∞Know borrowing policies and procedures
- Understand how information is organized in libraries
- ∞Locate resources in different categories and formats
- ∞Understand meaning and use of call numbers
- Identify community resources
- Identify local, regional, and national databases
- Understand the concepts of networking and interlibrary loan

C. Demonstrate responsible and ethical use of information and information technologies.

- Understand and abide by the copyright law
- Credit work of others
- ∞Prepare bibliographies
- ∞Use footnotes
- Understand the principals of online ethics

D. Recognize the strengths, weaknesses, and impacts of various information sources.

- Distinguish between factual information and fiction
- Distinguish between primary and secondary sources
- Recognize the impact of different media formats
- Evaluate information sources for currency, authority, point of view
- Distinguish fact from opinion; recognize propaganda
- Detect bias in written and visual materials

E. Clarify information need and develop a search strategy.

- Brainstorm to determine what s/he needs or wants to learn (focus the topic)
- Formulate the central question
- Generate key words or search terms
- Plan the search

F. Use a variety of skills and strategies to locate and select information appropriate to her/his search.

- Determine most appropriate format and source to begin search
  - ∞Differentiate between types of resources
  - ∞Recognize strengths and weaknesses of different formats
- Use paper or electronic indexes to locate resources and information
  - ∞Locate by author, title, subject
  - ∞Search by key work
  - ∞Limit and expand search using logical operators (and, or, not)
  - ∞Apply concept of truncation in an electronic search
- Use the features of books and other media
  - ∞ Tables of contents, menus, indices
  - ∞ Guidewords, headings and subheadings
  - ∞ Copyright date to evaluate currency
  - ∞ Cross references
  - ∞ Footnotes and bibliographies
  - ∞ Abstracts

- Select relevant information needed for a stated purpose or interest
  - ∞Determine readability level (use the five finger method)
  - ∞Skim for key words
  - ∞Scan for relevancy and suitability
  - ∞Evaluate information for currency, authority, and point of view
- Interpret the citations in paper and electronic indices
- Use listening skills for a stated purpose
- Use viewing skills for non-print sources
- Use basic interviewing techniques
- Utilize information sources outside the school

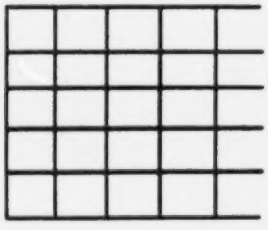
G. Use a variety of skills strategies to record and organize information.

- Extract and record information using the method appropriate to the format, task, and own learning style, e.g.:
  - ∞Pictures
  - ∞Closed-book notetaking
  - ∞Notecards
  - ∞Cornell method for notetaking
  - ∞Two-column notetaking
- Develop outlines / storyboards
- Use graphic organizers, e.g.:
  - ∞Webs or mindmaps
  - ∞Matrixes
- Record information needed for bibliographies, footnotes, quotes
- Use audio, video, and multimedia technologies

H. Construct meaning from information.

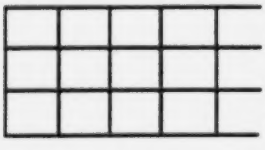
- Compare and contrast information
- Analyze information that is read, viewed, or heard
- Classify information
- Synthesize information from multiple sources
- Connect prior knowledge to new information
- Summarize information
- Select appropriate way to order information

I. Use a variety of methods/formats to communicate information.



- Demonstrate different methods for presenting information
- Select appropriate method for purpose and audience
- Select appropriate visuals (pictures, graphs, video clip, etc.)
- Produce visuals when needed (graphs, charts, video clips, etc.)
- Use technologies necessary for production and presentation

J. Evaluate the effectiveness of her/his search strategy and information use.



- Determine if s/he was successful
- Identify strengths and weaknesses of her/his strategy
- Draw conclusions to apply to future information use

APPENDIX B - SAMPLE INFORMATION SKILLS PLANS

FIFTH GRADE

No two school-based plans will look exactly alike. The examples that follow illustrate two fifth grade plans in different schools. These plans reflect the skills that will be emphasized with instruction and opportunities for practice when students are involved in the retrieval, evaluation, and use of information

School A

The student:

- uses a search strategy to locate resources on a specific topic
- uses the index to locate information in a variety of references
- uses basic interviewing techniques to gather information from resource people
- takes notes using key words and phrases
- develops a report outline to organize information
- presents information in a short report
- selects appropriate visuals to use in an oral presentation
- understands the concept of ownership of ideas and copyright
- recognizes importance of research in fiction writing

School B

The student:

- sets purpose for reading
- adjusts reading rate to material and purpose
- uses index in books, encyclopedias, and other references
- uses an online catalog and card catalog
- uses National Geographic Index
- utilizes prior knowledge in the search process
- focuses a topic by brainstorming questions to direct research
- lists key words related to a topic
- skims and scans for information
- takes notes on index cards (key words and phrases)
- creates a list of topic categories on note cards
- records bibliographic information on source cards
- creates a simple bibliography
- presents information in writing, orally, and visually
- evaluates effectiveness of search strategy and information use

APPENDIX C - SAMPLE UNIT

Meet the Author: Tomie dePaola

by Nadine Clark
Hollis Elementary School

Grade Level: Primary **Time Frame:** One month

Overview:
This project features a popular author/illustrator, Tomie dePaola, who writes and illustrates a wide variety of books including fiction, nonfiction, folktales, and autobiographical stories. It offers students many opportunities to read for a variety of purposes, classify information by making graphs to present what they have learned, and to distinguish between what is real and what is imaginary in a story.

Rationale:
Many primary grade teachers integrate, "Author of the Month" activities into their language arts/reading program. Students read and listen to stories written by an author and participate in many interdisciplinary activities that evolve from the stories.

Need:
A wide variety of books by Tomie dePaola including:
Strega Nona and other stories about Strega Nona and Big Anthony
Now One Foot, Now the Other
The Art Lesson
Charlie Needs a Cloak

Subject Area Objectives:
Students will demonstrate an increasing ability to generate, explore, organize, and extend ideas and information (from *The Language Arts/Reading Curriculum Framework*, Draft, State Board of Education, 1992).

Information Skills: The student will:
1. Distinguish between factual information and fiction.
2. Locate picture books by author's last name.
3. Use copyright date to determine currency.
4. Listen and view non-print material for a specific purpose.
5. Group information according to categories.

Activities:
Throughout the month the following activities can be implemented in the classroom or in the library media center. These activities will be most effective when the teacher and the library media professional collaborate to plan and implement them together.

1. Share the story ***Strega Nona*** with the class identifying Tomie dePaola as the author and illustrator. Following the story, review with students how picture books are arranged in the library media center.

2. Working in small groups, students visit the library media center a group at a time to locate and check out Tomie dePaola's books for the author center in the classroom.

3. Read aloud another story about Strega Nona and Big Anthony.
(a) Have students compare this story with Strega Nona. Make a chart with two columns: Alike and Different. Have the class list things that are alike and different in the two stories.

(b) Discuss with students the use of magic in the stories and then ask the question, "Could this story really happen?" Discuss imaginary stories and the meaning of the word fiction.

4. Have students find other stories about Strega Nona and Big Anthony in the author center. Make a list of the titles of each book. Discuss copyright date with the class and where it can be found in the book. Have students locate the copyright dates for the books listed and write the date beside the title. Which book was written first? What story tells us about Strega Nona's most recent adventure?

5. Either the teacher or the library media professional reads aloud a Tomie dePaola story on a daily basis. Have students discuss the story and the illustrations. Keep a classroom chart of all of the books read aloud.

6. Students will begin to notice many similarities in the illustrations found in Tomie dePaola's books. For example, he uses many hearts in his illustrations. Have students identify other similarities. As an individual or small group activity have students make a graph showing the number of hearts (or other similarity) of two or more of his books.

7. Read the story about Tomie, ***Now One Foot, Now the Other*** and discuss how Tomie took an incident in his life and told it in an autobiographical story. Share information about Tomie dePaola with the students. Have students locate other books about Tomie from the author center in the classroom.

8. On another day read ***The Art Lesson***, another autobiographical story. Make a list of all the facts that have been learned about the author by reading his autobiographical stories, viewing the video, and reading the author information in each book. Have the students place the facts from the list into three categories: Little Tomie, Medium Tomie, and Big Tomie. Make a biography map of the author's life.

9. Have students write an autobiographic story of an incident in their own lives and illustrate the story.

10. Read ***Charlie Needs a Cloak*** aloud to the class and ask the class to think about what is imaginary in the story and what is real and gives us information in the story. After the story have the students participate in a cooperative activity and list five things that give us real information about sheep. The students may use words or pictures to make their lists. Discuss the meaning of nonfiction as it is used in libraries.

11. Assign a group of students to locate all of Tomie dePaola's books from the author center that give us information. As a class decide what topic each information book is about by "reading" the pictures.

To learn about other activities to do with students use the following references: ***Invitation to Read: More Children's Literature in the Reading Program*** by Bernice E. Cullinan and ***An Author a Month: for Pennies*** by Sharron L. McElmeel.

APPENDIX D - SAMPLE LMC USE PLANNING GUIDE

Rundlett Junior High School

Teacher(s)_____ **Subject**_____
Unit_____

This sheet is intended to facilitate the planning and teaching of resource-based learning units. I am available for planning and teaching. Just let me know what you need.

Planning:

_____Determine Content Outcomes
_____Determine Process Outcomes
_____Identify Resources
_____Design Project Sheet
  _____Student Time Line
  _____Minimum Expectations
  _____Describe Checkpoints
_____Assign Responsibilities

Reservations:

Time with T. Toy_____
Library_____
Library Classroom_____
Equipment_____
_____
_____
Interlibrary Loan_____

Give library copy topics, handouts, etc.

Teaching:

Background
  _____Introduction to topic
  _____Introduction to process skills
  _____Brainstorm
    _____Formulate the central question
    _____Generate key words or search terms
    _____Plan the search

Focus Areas in the Process
  _____Gather/extract information
    _____Use paper or electronic indexes
    _____Use features of resources to determine usefulness
    _____Select relevant information
    _____Use interviewing techniques
    _____Use listening skills
    _____Use viewing skills
  _____Record and Organize information
    _____Notes
    _____Outlines
    _____Graphic organizers
    _____Bibliographies
    _____AV recording technologies
  _____Construct meaning from information
    _____Compare and contrast
    _____Analyze
    _____Classify
    _____Synthesize, Connect prior knowledge
    _____Summarize
    _____Order
  _____Communicate information
    _____Tell, write, show, or produce
    _____Select appropriate visuals
    _____Produce visuals when needed
    _____Use educational technologies for production/presentation
  _____Evaluation
    _____Checkpoint system
    _____Identify strengths and weaknesses
    _____Draw Conclusions for future information use

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